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ABSTRACT

A facilitator's manual and participant materials (adult and student) are provided for a program designed to help students, teachers, and people in business and industry to learn effective skills for managing multiple roles and how to apply those skills in balancing work and family issues. The facilitator's manual contains information on project development, the program, and program implementation, as well as use of the manual. It provides background information and step-by-step instructions to guide the facilitator through the program. Symbols used in the manual indicate the following: (1) major steps of the program, including when a transparency should be displayed and participants should turn to pages in their booklets; (2) directions the facilitator must give to participants; (3) questions the facilitator should ask participants; and (4) notes or additional information the facilitator should know. Small reproductions of transparencies appear in side borders. Topics include management practices, goals and goal setting, time management, putting it all together, and case studies. The participant materials contain materials suitable for use by either adults or students. Activities, informative materials, and some copies of transparencies are provided. Participants are asked to do the following: list their roles; prepare "to do" lists; complete a daily schedule; identify roles; set and prioritize goals; identify needed personal time; and schedule time commitments. Case studies and instructions for learning activities related to the case studies are also provided. (YLB)

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EFFECTIVE MANAGEMENT OF MULTIPLE ROLES: FAMILY AND WORK

Home Economics Curriculum Center
Texas Tech University
Lubbock, TX

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Office of Educational Research and Improvement
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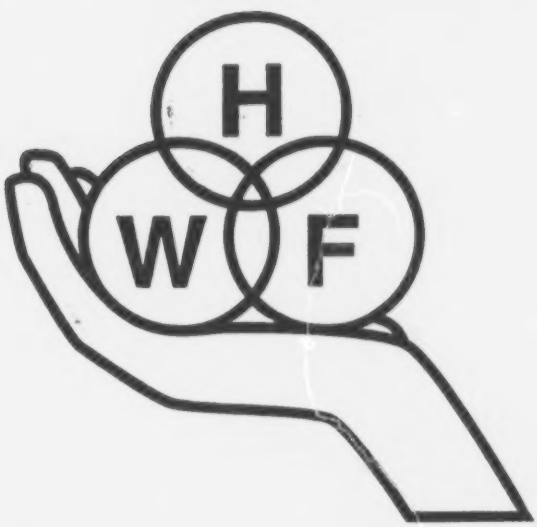
Effective Management of Multiple Roles:

Family and Work



Facilitator's Manual

Effective Management of Multiple Roles: Family and Work

Developed by:

Home Economics Education
and
Home Economics Curriculum Center
Texas Tech University

In Cooperation with:
Texas Education Agency
Department of Programs and Instruction
Vocational and Applied Technology Education
Home Economics Education
Austin, Texas

June 1992

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Effective Management of Multiple Roles: Family and Work

Effective Management of Multiple Roles: Family and Work is a program designed to help students, teachers, and people in business and industry to learn effective skills for managing multiple roles and how to apply those skills in balancing work and family issues. Participants will discover how to:

- Achieve excellence in juggling multiple roles.
- Apply learned management techniques:
  - organizational skills
  - decision making
  - goal setting
  - prioritizing
  - using resources such as time, talents, and money
  - making schedules
  - implementing plans
  - adapting skills to various case studies
- Take charge of their lives and control what happens to them.
- Increase self-esteem with each successful management step.

Project Development

Effective Management of Multiple Roles: Family and Work was jointly developed by faculty and staff in Home Economics Education and the Home Economics Curriculum Center at Texas Tech University. The project was initiated by the Home Economics Unit of the Vocational and Applied Technology Department of the Texas Education Agency. Research for the project was designed to identify the barriers to successful management of work and family responsibilities. Focus group interviews with young adults and high school juniors and seniors identified two major problems: setting priorities for use of time and balancing work schedules with personal and family time.

Telephone interviews with managers and supervisors in a variety of work settings echoed similar concerns with time conflicts between work and family responsibilities—especially child care—and difficulties related to work schedules that require long or irregular hours.

When asked to identify subjects educators should teach young people about managing work and family roles, managers and supervisors suggested emphasizing goal setting, time and stress management, and communication skills.

Versatility was a major goal in the design of the curriculum materials. The program is suitable for the classroom or special student or adult groups. The program can be presented in its entirety in one two-hour session or can be presented over several days or sessions to meet the content or timing needs of a particular student group or adult group.

About the Program

The program begins by identifying multiple roles played by individuals and explaining basic management concepts such as resources, goals, goal setting, values, standards, needs, wants, and priorities.

Learners will be taken to the application level of learning by concentrating on time management. Difficulties with managing time have been identified in focus groups as a key barrier to fulfilling both work and family roles. Effective management of time is viewed as a prerequisite to success in managing other aspects of life. Gaining control of one's time also builds self-esteem, which is vital in overcoming barriers to successful management of multiple roles. The importance of self-esteem has been validated through research conducted by project staff members, as well as other recent studies reviewed in literature.

Through completion of a "Daily Time Schedule" and small group case study assignments, learners will be led through a process of tying all concepts together, applying newly acquired skills to personal situations, and exploring ways to overcome specific barriers to effective management. Use of case studies takes learning to the level of synthesis and allows the facilitator to individualize instruction to meet the needs of a specific group.

In summary, the program is designed not only to teach basic concepts for effectively managing multiple roles, but also to take learners through a process of practicing and applying those skills to personalized situations. The desired outcome is an individual who has learned practical skills to apply in managing time more effectively, who can apply those skills to overcoming other barriers to managing multiple roles, and whose increased self-esteem makes it possible to manage multiple roles more effectively.

Implementing the Program

This program may be presented to students or adults in groups of sixteen to twenty-four. More than two hours may be needed for larger groups. Each participant will need a participant's booklet, which contains activities, case studies, and much of the same information presented by the facilitator.

To implement the program, you will need the following items:

- Overhead projector
- Screen
- Student or adult participant booklets (one for each participant)
- pencils
- Facilitator's Packet, which includes:
  Facilitator's Manual
  22 transparencies for use by the facilitator
  4 transparencies for use by participant groups
  1 transparency master
- Transparency Markers
- "Things To Do" pads

Using the Facilitator's Manual

The Facilitator's Manual provides background information that gives the facilitator special insight into the topic of Managing Multiple Roles. In addition, the manual provides step by step instructions to guide the facilitator through the program.

The facilitator should attend a training session (if available) and study the manual carefully before the presentation. During the presentation, the manual should be used as a reference to progress through the presentation. The following is an explanation of the symbols in the manual used to help a facilitator identify information quickly.

The Arrow symbol identifies major steps of the program. It identifies each time a transparency should be displayed and when participants should turn to pages in their booklets.

The Instruction symbol indicates that the facilitator must give some type of direction to participants, such as instructing them to complete an activity sheet.

The Question symbol identifies questions the facilitator should ask participants.

The FYI symbol marks notes or bits of additional information that the facilitator should know but that may or may not be shared with participants.

The Stop symbol signals the end of the program when facilitators distribute the "Things to Do" pads as gifts to the participants.

Training information and additional materials are available from:
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Effective Management of Multiple Roles: Family and Work

Facilitator's Manual

Introduction

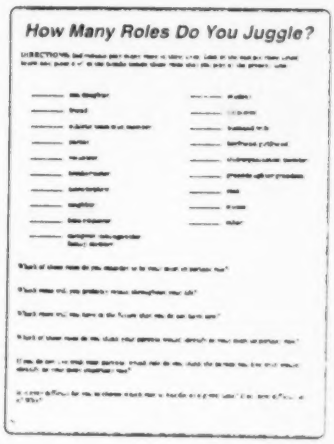
Distribute Participant Booklets

Effective Management of Multiple Roles: Family and Work

Participant's Materials
Student

U.S. families are in a state of transition. Less than 10 percent are traditional families—those with the father in the work force and the mother in the home. The need for skills to balance work and family issues has been intensified by the growing number of working women, dual-earner families, and single parents in society. One skill for balancing work and family, that of managing multiple roles, has become a major topic in the media as well as in education. The successful functioning of a working family unit is vital to every family member. You, as the facilitator of this program, have an excellent opportunity to teach participants about management skills and the role management skills play in balancing work and family issues. Families must be equipped with a working knowledge of management skills in order to manage multiple roles successfully.

Have participants turn to page 1.
Display transparency:
"How Many Roles Do You Juggle?"



Instruct participants to complete:
"How Many Roles Do You Juggle?"

Today, individuals play many roles in their lives due to different careers, lifestyles, and family situations. Sample roles include those listed on the activity sheet, "How Many Roles Do You Juggle?" The roles mentioned include:

- son/daughter
- friend
- club/organization member
- parent
- volunteer
- brother/sister
- niece/nephew
- grandmother/grandfather (not on student version)
- stepmother/stepfather (not on student version)
- neighbor
- student
- employee
- husband/wife
- boyfriend/girlfriend
- athletic team/club member
- granddaughter/grandson
- cook
- citizen
- boss/employer
- caregiver (siblings/elder family member)

Does anyone play a role other than those listed? If so, write it on your paper beside "other."

Complete your sheet and share out loud with the group. Ask volunteers to share theirs aloud.

It is frustrating at times to juggle daily job responsibilities and to keep up with home, family, and other commitments. Management skills are needed to balance and to coordinate work, home, school, family, and leisure activities effectively. Learning to manage can help people be in charge of their own lives and take control of what happens to them. When individuals feel they are in control of their own lives, they are promoting a healthy self-esteem. A

healthy self-esteem gives individuals the self-confidence to set attainable goals. Individuals with low self-esteem feel they are *being* controlled and see their lives as out of their control.

Once management skills are learned, a person can apply them when "managing" is needed to get things done at home, on the job, at school, when dealing with money matters, or when involved in leisure activities. Skills for managing multiple roles must be developed before it can be possible to attempt to balance work and family roles.

Management Practices

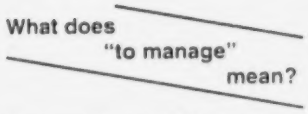
An important first step in attaining management skills is acquiring organizational skills. Organizational skills begin with goals and goal setting. Goals refer to things people want to be, to do, to buy, or to accomplish. In order to reach goals, one must be knowledgeable of management practices.

Have participants turn to page 2. Display transparency: "What does 'to manage' mean?"

What does "to manage" mean? The word "manage" has different meanings.

- Everyone tells me I need to manage money.
- I don't need anyone's help; I can manage alone.
- Joan is the new store manager.
- Bobby Valentine manages a baseball team.

"To manage" may have different meanings, but it usually means to be in charge of something. Being in charge of something involves making decisions; setting goals; using resources such as time, talents, money, and skills to achieve goals; making schedules; organizing activities; implementing plans; and evaluating outcomes.



The word "manage" has different meanings.....

- ✓ Everyone tells me I need to manage money.
- ✓ I don't need anyone's help; I can manage alone.
- ✓ Joan is the new store manager.
- ✓ Bobby Valentine manages a baseball team.

Management Practices

- Management is the act of organizing or supervising time and activities to obtain results.
- A resource is a source of supply or support. It can be tangible, like a book, or intangible, like hope or belief.
- Goals are purposes that individuals and families work toward.
- Goal setting is identifying and specifying what one wants to achieve.
- Values include the worth or importance that a person attaches to ideas or objects.
- Standards are criteria used to evaluate behavior, objects, and feelings.
- A need is a condition in which something is required for the physical or mental well-being of an individual.
- A want is a condition in which something is desired but is not needed to sustain mental or physical health.
- Priorities are the activities or actions that demand attention or that a person gives attention over other activities or actions.

Have participants turn to page 3.
Display transparency:
"Management Practices"

Management is the act of organizing or supervising activities to obtain results. It is an effective tool for creating change and reaching desired outcomes or goals. Management requires the use of resources to meet work, personal, and family goals.

A ***resource*** is a source of supply or support. It can be tangible, like a book, or intangible, like hope or belief. Resources are what individuals and families have or what they have access to that they can use to reach goals. They include skills, energy, time, knowledge, money, materials, natural surroundings, social organizations, community facilities, and political institutions.

Goals are the purposes or objectives toward which individuals and families work. Without goals, a person or family has nothing to strive for. ***Goal setting*** refers to the identification of what one wants to achieve and is the first step one must take to reach objectives in life and work. Goals are influenced by values, standards, needs, wants, and priorities.

Values are the worth or importance that a person or family attaches to ideas or objects. Values typically reflect an individual's point of view about how one's life should be. What a person values will influence the goals he or she chooses. In management, values are the underlying forces that direct action. Values are usually personal feelings such as the belief in freedom, security, recognition, family life, quality of work, influence, friendliness, honesty, fulfillment, support, gratitude, and hard work. Values can be held on a personal and family level. Family values may be passed down from generation to generation.

Standards serve as criteria to evaluate behavior, objects, and feelings. Standards are the characteristics that a family or individual accepts as adequate. Standards often serve as the criteria for reaching goals. Standards include parental expectations, personal expectations, lifestyle, membership in certain organizations, level of education, and behavior.

Human needs and wants often provide the motivation necessary for survival as well as the motivation necessary to begin the management process. A ***need*** is a condition in which something is

required for the physical or mental well-being of an individual. Needs include food, clothing, shelter, transportation, and companionship.

A ***want*** is a condition in which something is desired but is not needed to sustain mental or physical health. It differs from a need in that a want is not necessary for survival. Wants include money, respect, confidence, a certain brand of clothes, or a particular type of transportation. Factors that create a stronger desire for "wants" include the influence of "keeping up with the Jones'" or the "in crowd" and the effects of advertising. These factors also may destroy a family's goal structure.

Priorities are activities or actions that demand attention or that a person gives attention over other activities or actions. Priorities should be established when setting goals. They might include doing homework, paying bills, and providing food and clothing for family members. Individuals must consider what must be done, what should be done, what they want to do, and what they do not want to do.

Goals and Goal Setting

Have participants turn to page 4.
Display transparency:
"Types of Goals"

The amount of time required to obtain a goal also should be considered. ***Short-term goals*** are goals that an individual would like to reach in a short period of time, such as passing an English exam or buying a new dress. ***Long-term goals*** are those that may take several years to reach, such as going to college or starting a career. When prioritizing goals, it is important that all goals be realistic. Individuals and families must have access to the necessary resources in order to obtain their goals.

Successful people have goals. Successful people never lose sight of their goals; they always remember where they are going and how they are going to get there. (For example, if a person goes to the mall with money and a specific purchase in mind, doesn't find it, and comes home empty handed, then he or she didn't lose sight of the goal. On the other hand, if a person goes to the mall with

Types of Goals

Short Term	*less than one year*
Intermediate	*more than one year, less than five years*
Long Term	*more than five years*

money to buy a certain item, doesn't find it, but hits the sales and comes home with a back seat full of sacks and brags about what he or she found and how much money was saved, he or she lost sight of the original goal and may have jeopardized the accomplishment of that goal).

Important Things to Remember about **Goals...**

- Goals give individuals and families a direction and purpose.
- If individuals and/or families do not have goals, they become vulnerable to distractions related to money, time, work, or other situations.
- When families formulate common goals, family harmony and individual satisfaction are usually enhanced.
- Recognize and accept limits. Many people set unreasonable goals for themselves.
- Individuals and families must learn to take care of their resources to avoid vulnerabilities. Everyone is vulnerable to something—it is best to acknowledge it and be aware of it.
- Remember that no one is perfect.

Have particpants turn to page 5.
Display transparency:
"Important Things to Remember about Goals..."

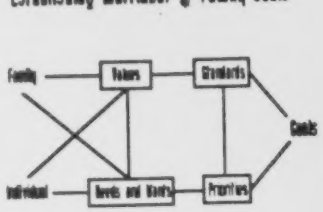
Emphasize the following points before moving on to the next activity:

- Goals give individuals and families a direction and purpose.
- If individuals and/or families do not have goals (direction or purpose) they become vulnerable to distractions related to money, time, work, and other situations.
- When families formulate common goals, family harmony and individual satisfaction are usually enhanced.
- Recognize and accept limits. Many people set unreasonable goals for themselves.
- To avoid vulnerabilities, individuals must learn to take care of their resources. Everyone is vulnerable to something. It is best to acknowledge it and be aware of it.
- Remember that no one is perfect.

Emphasize also the following point that is not on the transparency.

- Individuals and families must watch "vulnerabilities" or "temptations" or they can be overcome by them, become a slave to them, or become addicted to them (right job, right clothes - keeping up with friends, peers, or the "in crowd"). Individuals and families must avoid becoming a slave to the wrong things.

Have participants turn to page 6.
Display transparency:
"Establishing Individual and Family Goals"



This transparency represents the intricate process of establishing and accomplishing goals.

Instruct participants to select a work, family, or work/family goal and work through the components shown on the transparency that influence the goal. Have participants write examples in their booklets.

Possible ***goals*** include:

- graduating from high school, college
- retirement
- career change
- buy a house

Possible examples of influences on goals include:

- ***Family*** - size, background, relationships, communication, family income, where one lives, careers, health, schedules
- ***Individual*** - personality, likes, dislikes, personal limitations, career, roles, priorities
- ***Needs*** - clothing, shelter, money, job, resources, school supplies, transportation, food, water
- ***Wants*** - brand of clothes, type of car
- ***Values*** - belief in self, family life, honesty, support, recognition, hard work
- ***Standards*** - lifestyles, level of education, behavior
- ***Priorities*** - if goal to pass a math exam, then study time would have to come before socializing

To summarize the previous activity with *adults*, discuss the following using the optional transparency before continuing with the program.

- In what ways does family life influence career choices and other choices?
- In what ways does family life influence the development of attitudes toward work?
- How can sharing household and child care responsibilities assist individuals in achieving goals by combining work and family responsibilities?
- Is there a reciprocal relationship between work satisfaction and family satisfaction?
- In what ways do an individual's work roles and responsibilities impact family life?

- In what ways does family life influence career choices and other choices?
- In what ways does family life influence the development of attitudes toward work? school?
- How can sharing household and child-care responsibilities assist individuals in achieving goals by combining work and family responsibilities?
- Is there a reciprocal relationship between work satisfaction and family satisfaction?
- In what ways do a person's work role and responsibilities impact family life?

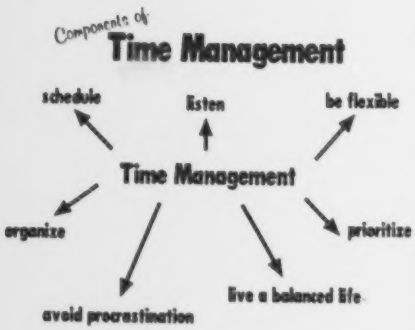
Time Management

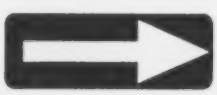
What does time management mean? Do you ever wonder where all of the time goes? Everyone has the same amount of time—twenty-four hours a day. Is it possible to manage time? No, but we can manage ourselves.

You may use the following information to emphasize points about time management.

We cannot make or create time, but we can save time by:

- planning ahead
- prioritizing
- doing a job in less time than usual
- using small blocks of time that are usually wasted
- working smarter, not harder





Have participants turn to page 7.
Display transparency:
"Components of Time Management"

The components of time management include the following:

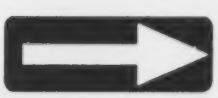
- organize - arrange one's life or family life in an orderly way
- prioritize - do the important or "musts" first
- avoid procrastination - don't put things off
- listen - communicate and *hear* what others are saying
- schedule - make a time plan for accomplishing goals
- be flexible - plan for the expected, but also plan for the unexpected (children get sick, teacher changes the due date of a project or exam, new deadline, etc.)
- live a balanced life - a balanced life of work and play is an important part of positive self-care

To conclude this section, state that periodic evaluation should be "built-in" to assess success and satisfaction.

Difficulties with time management have been identified as key barriers to fulfilling both work and family roles. When individuals do not feel "in charge" of their time, they may feel frustrated and inadequate. Effectively managing time is a prerequisite to success in managing other aspects of life such as finances and stress. Successfully gaining control of one's time builds a positive self-esteem. A positive self-esteem is vital to overcome barriers to managing multiple roles.

Putting It All Together

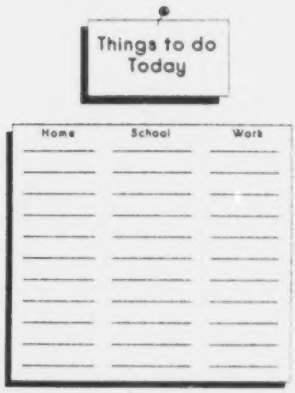
Individuals and families get more things accomplished and have better control over their lives if they keep things organized. Disorganization can breed stress. A monthly calendar is helpful in organizing long-term plans. Work schedules, pay days, due dates for bills or homework, test dates, family activities, and other obligations can be recorded. This visual record allows a person to see a broad picture of obligations and enables him or her to become more organized.

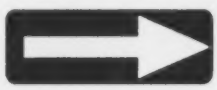


Have participants turn to page 8.
Display transparency: "Monthly Calendar"

Monthly Calendar

Monthly calendars can be in the form of an individual date book, a desk calendar, or a family calendar. A family calendar should be a large version of a monthly calendar allowing space for each family member to write activities or places they need to be on a given day and time. A family calendar should be in a central location where family members can see it and utilize it. The calendar can be placed on the refrigerator, on a wall in the utility room, by the garage door or other frequently used door, or by the telephone. Some families may even use colored pens or pencils and assign each person a color to use when writing in things on the calendar so that keeping track of individual family members is easier. It also is helpful if individuals prepare a daily or weekly time plan. The monthly plan can help guide and organize the daily or weekly plan.

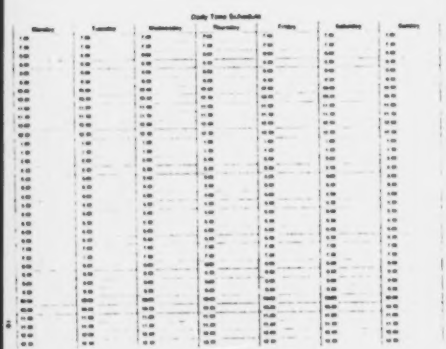




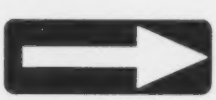
Have participants turn to page 9.
Display transparency: "To do List"

The following steps will serve as useful guidelines in preparing a daily or weekly "to do" list:

- List tasks to complete on that day or week ("Things to Do").
- Rank tasks in order of importance beginning with"A" tasks as most important and "C" tasks as those that do not require immediate attention. Schedule time to complete "A" tasks; "B" and "C" tasks can be done in moments during the day between other tasks.
- Enter the top priority tasks on a calendar (monthly, weekly, or daily).
- Mark off each task as it is completed.



At the end of the day or week, it is important to evaluate which tasks have been completed and which tasks remain on the list. "A" tasks that have not been completed should take priority to be completed the following day. Tasks that repeatedly appear as "B's" or "C's" and never are completed should be changed to "A's" or dropped from the list.

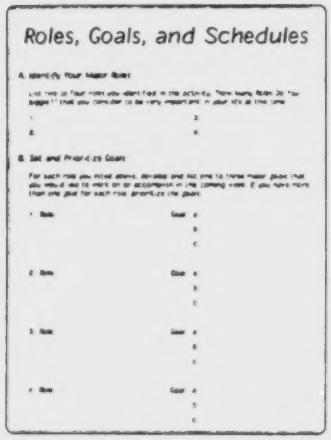


Have participants turn page 10.
Display transparency:
"Daily Time Schedule"

Do you ever feel overwhelmed with everything you need and want to do?

A Daily Time Schedule often is helpful when one needs to 'map out' the week's events. The following activity will be helpful in understanding how to prioritize what one needs to do and how to complete a Daily Time Schedule. (Participants should use the Daily Time Schedule for themselves after completing the next activity.)

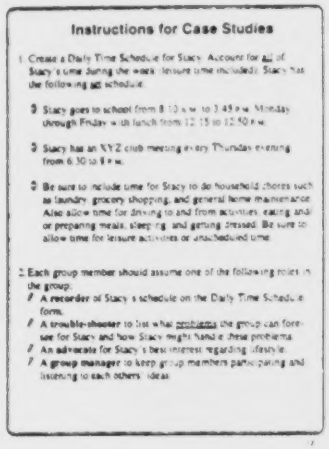
Have participants turn to page 11.
Display transparency:
"Roles, Goals, and Schedules"


Roles, Goals, and Schedules

Instruct participants to complete:
"Roles, Goals, and Schedules"

Case Studies

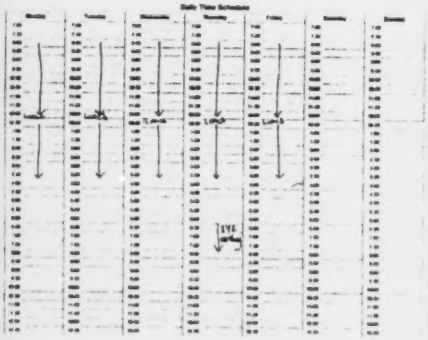
Have participants turn to page 13.
Display transparency:
"Instructions for Case Studies."


Instructions for Case Studies

Use the following instructions to direct participants to complete the activity.

1. Divide the group into small groups of four.
2. Give each group a Daily Time Schedule transparency and a marker.
3. Assign each group one of the case studies about "Stacy."
4. Instruct groups to analyze the case study and plan a weekly schedule using the Daily Time Schedule.

5. Instruct groups to write schedules on the transparencies provided.
6. Have each group use its transparency to present the schedule to the rest of the participants.



Use the following guidelines to divide participants into effective groups.

Preferably, group members should not know each other and should have different backgrounds (working and non-working; married and single; children and no children; younger and older, etc.). Also, mix males and females, and have groups arrange chairs in a circle, not side by side. Groups must use the information provided in the assigned case study; however, they may create additional information.

1. Create a Daily Time Schedule for Stacy. Account for all of Stacy's time during the week (leisure time included). Stacy has the following set schedule:

Display transparency: "Daily Time Schedule" that illustrates the appropriate set schedule

("Stacy" set schedule for ADULTS)

- Stacy works from 8 A.M. to 5 P.M. Monday through Friday with lunch from noon to 1 P.M.
- Stacy has an XYZ club meeting every Thursday evening from 6:30 to 8:00 P.M.
- Be sure to include time for Stacy to do household chores such as laundry, grocery shopping, and general home maintenance. Also allow time for driving to and from activities, eating and/or preparing meals, sleeping, and getting dressed. Be sure to allow for leisure activities or unscheduled time.

("Stacy" set schedule for STUDENTS)

- Stacy goes to school from 8:10 A.M. to 3:45 P.M. Monday through Friday with lunch from 12:15 to 12:50 P.M.

- Stacy has an XYZ club meeting every Thursday evening from 6:30 to 8 P.M.

- Be sure to include time for Stacy to do household chores such as laundry, grocery shopping, and general home maintenance. Also allow time for driving to and from activities, eating and/or preparing meals, sleeping, and getting dressed. Be sure to allow for leisure activities and unscheduled time.

2. Each group member should assume one of the following roles in the group:
   - A **recorder** of Stacy's schedule on the Daily Time Schedule form.
   - A **trouble-shooter** to list what problems the group can foresee for Stacy and how Stacy might handle these problems.
   - An **advocate** for Stacy's best interest regarding lifestyle.
   - A **group manager** to keep group members participating and listening to each others' ideas.

Case studies: ADULTS

Stacy #1

Stacy is a thirty-four-year-old vice-president at City National Bank. He is a single father with two children. Callie is six years old and Tyler is four years old. Callie and Tyler attend a child-care center each day. It opens at 7:30 A.M., and all children must be picked up no later than 5:30 P.M. each day. Callie is enrolled in the kindergarten class at the child-care center. Callie has ballet from 6 to 6:30 P.M. on Tuesdays. Both Callie and Tyler have soccer practice on Saturday morning from 10 to 11 P.M.

Stacy #2

Stacy is twenty-five and single. She is an account executive for an advertising agency. She has never been married and has no children. Stacy enjoys her job and often arrives early, stays late, and works on weekends. She is active in the singles group at

church and attends weekly meetings on Wednesday nights from 7 to 9 P.M. Stacy also volunteers as a tutor at the local children's shelter on Tuesday evenings from 7 to 9 P.M. Stacy recently has begun dating Hector. Hector is twenty-eight, divorced, and his former wife has full custody of their two children, ages five and two.

Stacy #3

Stacy is fifty years old. Her husband is the coordinator of the local transit system and often works odd hours. Stacy and her husband have four children, all of whom are married and live in other towns. Stacy has worked for the same company for twenty years and has a good deal of vacation time and sick leave saved. Their oldest daughter is expecting her first baby, and Stacy wants to go stay with her daughter and son-in-law the week after the baby is born to help out. Stacy is an only child, and her mother died four years ago. Her father has recently had a heart attack and can no longer take care of himself. Stacy must decide whether to let her father move in with them. She could hire a nurse to care for him during the day and take care of him herself in the evening, or she could decide to let him move into a nursing home.

Stacy #4

Stacy is thirty-two and the single parent of a five year old. Stacy currently works as an apartment manager. She has worked for the same corporation for four years and has moved from complex to complex (city to city) as required. Stacy usually moves every three to six months with her daughter. Eventually, she would like to start law school when she can save enough money. Currently, she is just making ends meet. She is often less than pleased with the before and after-school child care that she can provide for her daughter. Her daughter is beginning to show early signs of academic and social problems at school. Stacy has been meeting with the school counselor every Wednesday at 1 P.M. She has been taking her lunch an hour later than usual to do so. Stacy has no contact (nor does she want any) with her child's father.

Stacy #5

Stacy is thirty-three years old. He has been employed at Jones Manufacturing for the last twelve years. Stacy started in delivery and has worked his way up to Division Manager. Stacy's wife, Lynn, works at Harrigan's Department Store in bookkeeping. Stacy and Lynn have been married for ten years and have two

children, ages six and four. The six year old plays T-ball and has practice on Tuesdays and Thursdays from 5:30 to 6:30 P.M. with games played at different times on Saturdays. Both children stay with Lynn's sister during the day or after school. Her sister lives across the street from the six year old's elementary school. Lynn is pregnant with their third child and is due in three months.

Stacy quit college at the age of nineteen after completing one year. He had not regretted his decision to drop out until recently when he discovered that he had little mobility left with Jones Manufacturing due to the lack of a college degree. Stacy enjoys what he is doing, but he doesn't think that he would enjoy doing it the rest of his life. He has been considering going back to college to complete his degree, and there is a four-year college in the town where they live. The college has told Stacy that he meets the admission requirements, and he can enroll in the fall semester. He wants to sign up for two classes that meet back to back on Monday and Wednesday nights from 6 to 9 P.M.

Stacy #6

Stacy is a thirty-three-year-old secretary for two vice-presidents at City National Bank. Stacy's husband, Lee, is an insurance agent for State Mutual Life Insurance Company. They have one son, John, who is in the fourth grade. John is in Little League and has practice on Monday, Wednesday, and Friday afternoons from 5:30 to 6:30 or 7 P.M. Games are on Saturdays at different times.

Lee is considering opening his own insurance business but realizes that it will take a great deal of time and money to do so. Lee has a meeting with a banker at 2 P.M. on Tuesday to discuss the financial aspects of opening his own business, and a meeting at 10 A.M. on Saturday (the same time as John's game) with an insurance agent friend who is interested in going into business with him. Stacy would like to quit working outside of the home and possibly have another child. If Lee follows through with his plans, she will be unable to quit her job and will have to delay her plans for a few years.

Stacy #7

Stacy is a forty-five-year-old sales representative for Flair Appliances, Inc. Stacy has been traveling more and more the last few months and has been out of town every Monday, Tuesday, Wednesday, and Thursday. Stacy's wife, Tracy, works for the County Health Department. Tracy goes out of town at least one

day a week—usually Tuesday. She often must leave town as early as 4:30 A.M., but is home by 7 or 7:30 P.M.

Stacy and Tracy have two children: Jonathan is fifteen and Leesa is seventeen. Jonathan plays baseball and has practice every afternoon at school. His games are on Friday afternoons at 4 P.M. Leesa is in band and Student Council. Leesa must be at school by 7:45 A.M. for band rehearsal. Student Council meetings are held every other Wednesday after school from 3:45 to 5 p.m. Stacy and Tracy have two cars.

Case studies: STUDENTS

Stacy #1

Stacy is a junior in high school. He works at a grocery store on Monday, Tuesday, and Thursday nights from 5 to 9 P.M. and on Saturdays from 8 A.M. to 2 P.M. He plays on a city baseball team that practices on Wednesday nights from 6:30 to 7:30 P.M. and plays scheduled games on Friday nights from 8:30 to 9:30 P.M.

Stacy #2

Stacy is a senior in high school. She hopes to attend State College in the fall. Both of her parents graduated from State College as did her older brother and grandfather. Stacy wants to graduate from high school with honors. She is currently taking a chemistry class that has been very difficult for her. She received a failing grade on the last test because she had spent her free time over the weekend with her boyfriend, Lee. She is extremely upset because she might get a "C" in the chemistry class and this could lower her grade point average enough so that she does not graduate with honors. If she does not graduate with honors, she might not get into State College.

Her father recently lost his job and Stacy has had to increase her work hours to help make her car and insurance payments, generate spending money, and put some money aside for her college expenses. She is now working at the mall from 5 to 9 P.M. on Monday, Tuesday, and Wednesday evenings and 10 A.M. to 4 P.M. on Saturdays. Her parents play bridge every other Saturday evening and Stacy is expected to take care of her younger sister while her parents are away. Stacy's boyfriend (whom her parents are not terribly fond of) gets upset that Stacy doesn't spend enough time with him.

Stacy #3

Stacy wants to play city league soccer this spring. Stacy's mother works from 10 A.M. to 6 P.M. Tuesday through Saturday at a retail store. Stacy's dad owns a gas station and works from 7:30 A.M. to 6 P.M. Monday through Saturday. Soccer practice is every Tuesday and Thursday from 4 to 5:30 P.M. The games are played at different times every Saturday.

Stacy #4

Today is Monday, and Stacy has just been given an assignment in Texas History. She must research a famous Texan and write a four to seven-page paper about the person selected. She must have four references, turn in a rough draft on Thursday, and turn in the final paper and give an oral report with visual aids next Monday. One of the references must come from the public library which is located downtown. Stacy's father is a CPA and is working long hours because it is tax season. Stacy's mother works out of their home doing freelance secretarial jobs. Her mother's car is in the shop and will not be ready until next Tuesday.

Stacy #5

Stacy's parents are divorced. Stacy lives with his mother, but visits his father (who lives 200 miles away) the first and third weekends of every month, flying out on Friday evening and returning on Sunday night. Stacy has a book report due next Monday and has not started reading the book. One of his friends is having a party Saturday night and Stacy really wants to go; however, this is Stacy's weekend to visit his father. Stacy was unable to play tennis this year because he would miss too many tournaments due to his visitation schedule with his father. Stacy enjoys seeing his father, but sometimes it gets in the way of doing things that he wants to do with his friends or for himself.

Stacy #6

Stacy's parents both work from 8:30 A.M. to 5:30 P.M. Either Stacy's mother or father takes him to school in the mornings, but Stacy must ride the city bus home from school every day. Stacy's little brother walks home with the boy next door, and Stacy picks him up as soon as he gets home, around 4 P.M. Stacy takes care of his brother until his parents get home around 6 P.M. Stacy wants to attend the basketball game after school on Friday. The game begins at 4 P.M. The game is for the district championship, and all of his friends are going to be there.

Stacy #7

Stacy is a seventeen-year-old single parent with a three-month-old son. Stacy lives with her mother and father and thirteen year old brother. The father of the baby wants nothing to do with Stacy or their son. Stacy's mother is a secretary for the local cable company and works from 8:30 A.M. to 5 P.M. Her father is the sporting goods manager for J-Mart and works odd hours. Stacy's parents help her out all they can, but finances are still a problem. Stacy is currently working as a checker at a grocery store making $5.50 per hour. Her schedule varies somewhat, but she typically works from 4 to 9 P.M. Monday, Wednesday, and Friday, and from 7 A.M. to 1 P.M. on Saturday. The child-care center at Stacy's school stays open until 5:30 P.M. on weekdays but is closed on weekends. Stacy's mother can pick up the baby when Stacy is working and also watches the baby while Stacy works on Saturday. Stacy had a flat tire on the way to school the other day—it was her second flat in a month. Her car really needs new tires, but she can't afford them. She had saved some money from her last paycheck to put towards new tires, but the baby got sick and she had to use the money to pay the doctor's bill and to buy medicine.

Stacy #8

Today is Monday. Stacy has a science project due next Monday, a history test on Wednesday, and geometry test on Friday. She hasn't started her science project or begun studying for her two tests. As she tries to decide when and where to begin, she starts thinking about her plans for the week. Tuesday night is her favorite night to watch television. There are all new episodes this week, so she can't miss them. Thursday night is the XYZ club meeting and everyone is going out for pizza afterward. Lynn and Lee have asked her to go to the mall with them on Saturday for the big sidewalk sale. Everyone will be there. She is babysitting her little brother Saturday night while her parents go out with some friends. Stacy begins to panic.

As each group displays its Daily Time Schedule, ask the following questions to the group presenting and to the other participants.

- Has every hour block on the schedule been accounted for?
- What problems does the group perceive with the schedule? What tasks could other family members help Stacy complete?

- Is the schedule realistic?
- What, if anything, has the group left off the schedule?
- Has enough time been allowed for various activities, including personal time?
- Is the schedule too crowded?

This activity should increase the participants' understanding of individuals from backgrounds other than their own and help the participants see life through others' eyes. At the end of this activity, emphasize the following.

- Communicating with employers and family members regarding possible difficulties and solutions is a key factor in managing multiple roles.
- Once an individual/family learns to manage time, the rest (money management, stress management, etc.) will fall into place more easily.

The following is a summary of this program.

In summary, this program is designed not only to teach concepts for effectively managing multiple roles, but to take the participant's through a process of practicing and applying those skills to personalized situations. The desired outcome is an individual who has learned practical skills to apply in managing time more effectively, who can apply those skills to overcoming other barriers to managing multiple roles, and whose self-esteem increases with each successful step in managing more effectively.

Distribute "Things to Do" pads.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION
Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Effective Management of Multiple Roles:

Family and Work

Participant's Materials

Adult

Effective Management of Multiple Roles: Family and Work

Developed by:

Home Economics Education
and
Home Economics Curriculum Center
Texas Tech University

In Cooperation with:
Texas Education Agency
Department of Programs and Instruction
Vocational and Applied Technology Education
Home Economics Education
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How Many Roles Do You Juggle?

DIRECTIONS: Individuals play many roles in their lives. Look at the sample roles listed below and place a ✓ in the blanks beside those roles that you play at the present time.

_____ son/daughter

_____ friend

_____ club/organization member

_____ parent

_____ volunteer

_____ brother/sister

_____ niece/nephew

_____ grandmother/grandfather

_____ stepmother/stepfather

_____ neighbor

_____ caregiver (elder or other family member)

_____ student

_____ employee

_____ husband/wife

_____ boyfriend/girlfriend

_____ team/club member

_____ granddaughter/grandson

_____ cook

_____ citizen

_____ boss/employer

_____ other:

Which of these roles do you consider to be your most important role?

Which roles will you probably retain throughout your life?

Which roles will you have in the future that you do not have now?

Which of these roles do you think your parents would identify as your most important role?

If you do not live with your parents, which role do you think the person you live with would identify as your most important role?

Is it ever difficult for you to choose which role to handle at a given time? If so, how difficult is it? Why?

What does "to manage" mean?

The word "manage" has different meanings.....

- ✓ Everyone tells me I need to manage money.
- ✓ I don't need anyone's help; I can manage alone.
- ✓ Joan is the new store manager.
- ✓ Bobby Valentine manages a baseball team.

Learning to manage can help people be in charge of their own lives and take control of what happens to them.

Management Practices

- **Management** *is the act of organizing or supervising time and activities to obtain results.*

- *A* **resource** *is a source of supply or support. It can be tangible, like a book, or intangible, like hope or belief.*

- **Goals** *are purposes that individuals and families work toward.*

- **Goal setting** *is identifying and specifying what one wants to achieve.*

- **Values** *include the worth or importance that a person attaches to ideas or objects.*

- **Standards** *are criteria used to evaluate behavior, objects, and feelings.*

- *A* **need** *is a condition in which something is required for the physical or mental well-being of an individual.*

- *A* **want** *is a condition in which something is desired but is not needed to sustain mental or physical health.*

- **Priorities** *are the activities or actions that demand attention or that a person gives attention over other activities or actions.*

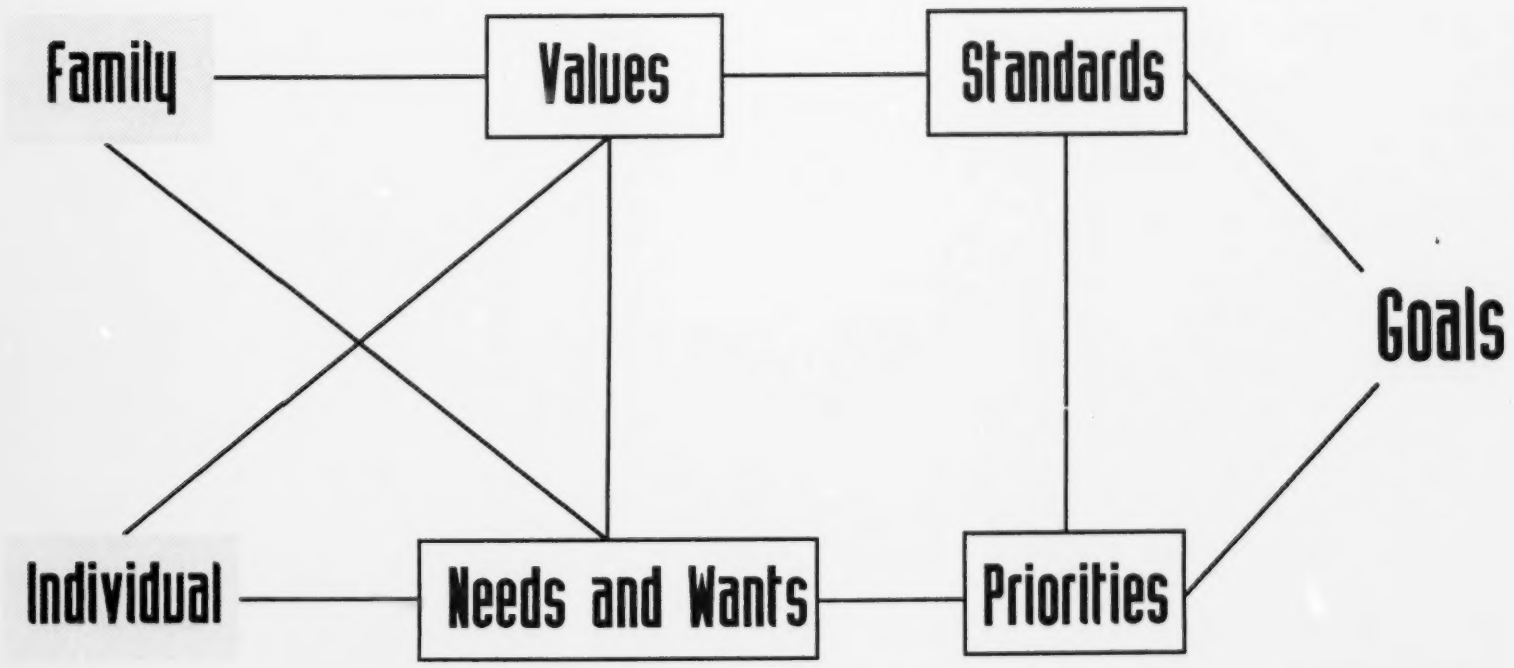
Types of Goals

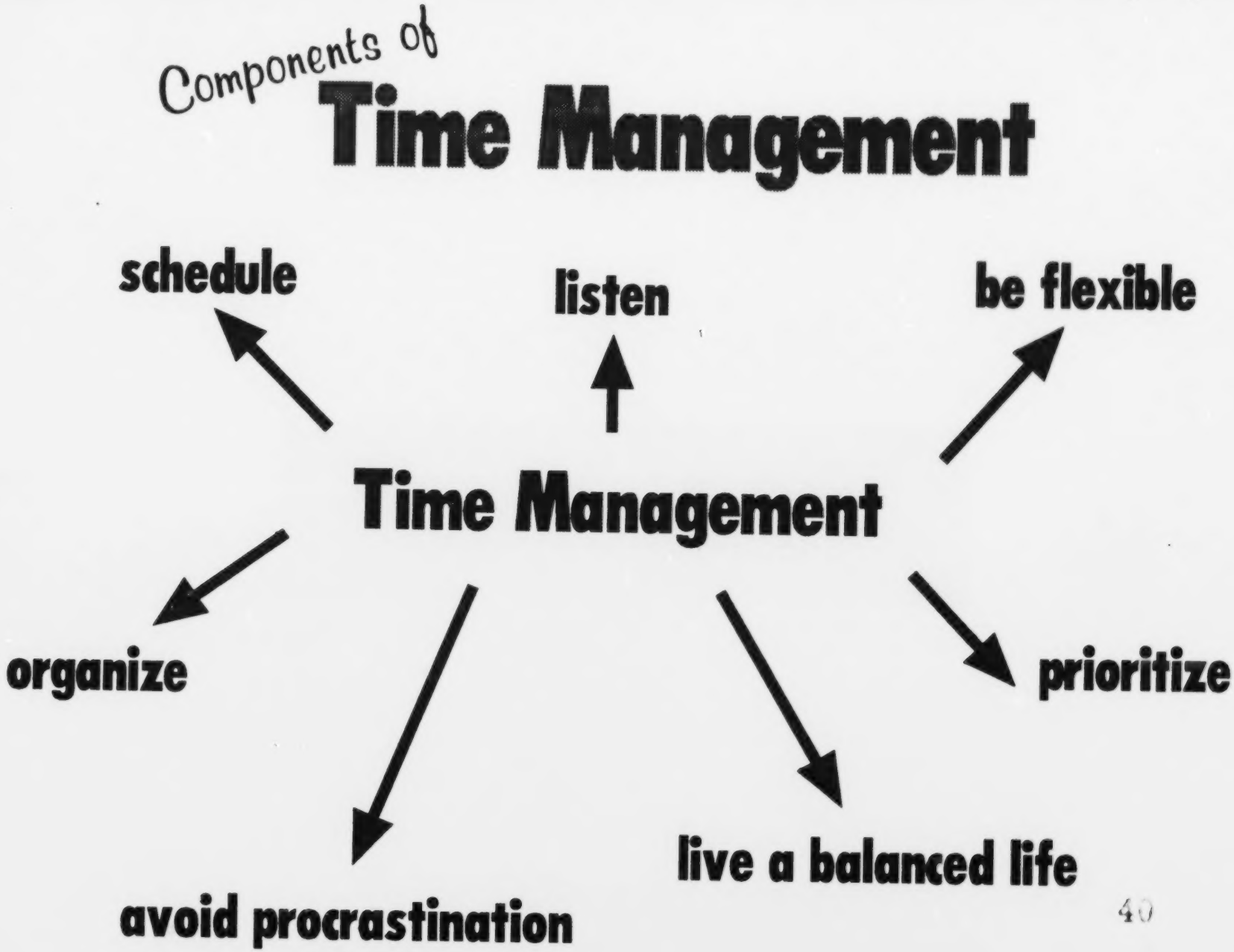
Short Term	*less than one year*
Intermediate	*more than one year, less than five years*
Long Term	*more than five years*

Important Things to Remember about ***Goals...***

- Goals give individuals and families a direction and purpose.
- If individuals and/or families do not have goals, they become vulnerable to distractions related to money, time, work, or other situations.
- When families formulate common goals, family harmony and individual satisfaction are usually enhanced.
- Recognize and accept limits. Many people set unreasonable goals for themselves.
- Individuals and families must learn to take care of their resources to avoid vulnerabilities. Everyone is vulnerable to something—it is best to acknowledge it and be aware of it.
- Remember that no one is perfect.

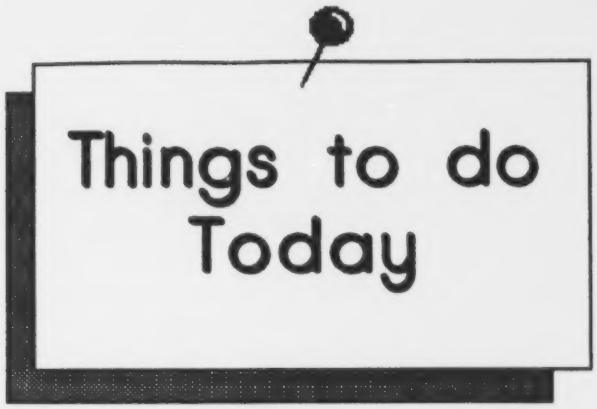
Establishing Individual and Family Goals




Components of
Time Management
schedule
listen
be flexible
Time Management
organize
prioritize
avoid procrastination
live a balanced life

Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
41						42



Things to do Today

Home	Work	Other

Daily Time Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	7:00	7:00	7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30	7:30	7:30	7:30
8:00	8:00	8:00	8:00	8:00	8:00	8:00
8:30	8:30	8:30	8:30	8:30	8:30	8:30
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12:30	12:30	12:30	12:30	12:30	12:30	12:30
1:00	1:00	1:00	1:00	1:00	1:00	1:00
1:30	1:30	1:30	1:30	1:30	1:30	1:30
2:00	2:00	2:00	2:00	2:00	2:00	2:00
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Roles, Goals, and Schedules

A. Identify Your Major Roles

List two to four roles you identified in the activity, "How Many Roles Do You Juggle?" that you consider to be very important in your life at this time.

1. 3.

2. 4.

B. Set and Prioritize Goals

For each role you listed above, develop and list one to three major goals that you would like to work on or accomplish in the coming week. If you have more than one goal for each role, prioritize the goals.

1. Role: Goal a.
   b.
   c.

2. Role: Goal a.
   b.
   c.

3. Role: Goal a.
   b.
   c.

4. Role: Goal a.
   b.
   c.

C. Identify Needed Personal Time

List physical, mental, and social activities that you want to do during the coming week that will help to enhance your life and keep it in balance.

1. *physical*

2. *mental*

3. *social*

D. Schedule Time Commitments

Individuals and families accomplish more and have better control of their lives if they are organized. Disorganization can create stress. A monthly calendar is helpful for organizing long-term plans. Test dates, due dates for homework, family activities, work schedules, pay days, due dates for bills, and other obligations can be recorded. The monthly calendar plan can help guide and organize the daily or weekly plan. This visual record allows a person to see a broad picture of obligations and enables him or her to become more organized.

On your Daily Time Schedule, mark the appropriate days and times you plan to spend reaching the goals listed in section "B" and doing the activities listed in section "C".

Instructions for Case Studies

1. Create a Daily Time Schedule for Stacy. Account for all of Stacy's time during the week (leisure time included). Stacy has the following set schedule:

   - Stacy works from 8 A.M. to 5 P.M. Monday through Friday with a lunch hour from noon to 1 P.M.

   - Stacy has an XYZ club meeting every Thursday evening from 6:30 to 8:00 P.M.

   - Be sure to include time for Stacy to do household chores such as laundry, grocery shopping, and general home maintenance. Also allow time for driving to and from activities, eating and/or preparing meals, sleeping, and getting dressed. Be sure to allow time for leisure activities or unscheduled time.

2. Each group member should assume one of the following roles in the group:
   - A **recorder** of Stacy's schedule on the Daily Time Schedule form.
   - A **trouble-shooter** to list what problems the group can foresee for Stacy and how Stacy might handle these problems.
   - An **advocate** for Stacy's best interest regarding lifestyle.
   - A **group manager** to keep group members participating and listening to each others' ideas.

Case Studies

Stacy #1

Stacy is a thirty-four-year-old vice-president at City National Bank. He is a single father with two children. Callie is six years old and Tyler is four years old. Callie and Tyler attend a child-care center each day. It opens at 7:30 A.M., and all children must be picked up no later than 5:30 P.M. each day. Callie is enrolled in the kindergarten class at the child-care center. Callie has ballet from 6 to 6:30 P.M. on Tuesdays. Both Callie and Tyler have soccer practice on Saturday morning from 10 to 11 A.M.

Stacy #2

Stacy is twenty-five and single. She is an account executive for an advertising agency. She has never been married and has no children. Stacy enjoys her job and often arrives early, stays late, and works on weekends. She is active in the singles group at church and attends weekly meetings on Wednesday nights from 7 to 9 P.M. Stacy also volunteers as a tutor at the local children's shelter on Tuesday evenings from 7 to 9 P.M. Stacy recently has begun dating Hector. Hector is twenty-eight, divorced, and his former wife has full custody of their two children, ages five and two.

Stacy #3

Stacy is fifty years old. Her husband is the coordinator of the local transit system and often works odd hours. Stacy and her husband have four children, all of whom are married and live in other towns. Stacy has worked for the same company for twenty years and has a good deal of vacation time and sick leave saved. Their oldest daughter is expecting her first baby, and Stacy wants to go stay with her daughter and son-in-law the week after the baby is born to help out. Stacy is an only child, and her mother died four years ago. Her father has recently had a heart attack and can no longer take care of himself. Stacy must decide whether to let her father move in with them. She could hire a nurse to care for him during the day and take care of him herself in the evening, or she could decide to let him move into a nursing home.

Stacy #4

Stacy is thirty-two and the single parent of a five year old. Stacy currently works as an apartment manager. She has worked for the same corporation for four years and has moved from complex to complex (city to city) as required. Stacy usually moves every three to six months with her daughter. Eventually, she would like to start law school when she can save enough money. Currently, she is just making ends meet. She is often less than pleased with the before and after-school child care that she can provide for her daughter. Her daughter is beginning to show early signs of academic and social problems at school. Stacy has been meeting with the school counselor every Wednesday at 1 P.M. during her lunch hour. Stacy has no contact (nor does she want any) with her child's father.

Stacy #5

Stacy is thirty-three years old. He has been employed at Jones Manufacturing for the last twelve years. Stacy started in delivery and has worked his way up to Division Manager. Stacy's wife, Lynn, works at Harrigan's Department Store in bookkeeping. Stacy and Lynn have been married for ten years and have two children, ages six and four. The six year old plays T-ball and has practice on Tuesdays and Thursdays from 5:30 to 6:30 P.M. with games played at different times on Saturdays. Both children stay with Lynn's sister during the day or after school. Her sister lives across the street from the six year old's elementary school. Lynn is pregnant with their third child and is due in three months.

Stacy quit college at the age of nineteen after completing one year. He had not regretted his decision to drop out until recently when he discovered that he had little mobility left with Jones Manufacturing due to the lack of a college degree. Stacy enjoys what he is doing, but he doesn't think that he would enjoy doing it the rest of his life. He has been considering going back to college to complete his degree, and there is a four-year college in the town where they live. The college has told Stacy that he meets the admission requirements, and he can enroll in the fall semester. He wants to sign up for two classes that meet back to back on Monday and Wednesday nights from 6 to 9 P.M.

Stacy #6

Stacy is a thirty-three-year-old secretary for two vice-presidents at City National Bank. Stacy's husband, Lee, is an insurance agent for State Mutual Life Insurance Company. They have one son, John, who is in the fourth grade. John is in Little League and has practices on Monday, Wednesday, and Friday afternoons from 5:30 to 6:30 or 7 P.M. Games are on Saturdays at different times.

Lee is considering opening his own insurance business but realizes that it will take a great deal of time and money to do so. Lee has a meeting with a banker at 2 P.M. on Tuesday to discuss the financial aspects of opening his own business and a meeting at 10 A.M. on Saturday (the same time as John's game) with an insurance agent friend who is interested in going into business with him. Stacy would like to quit working outside of the home and possibly have another child. If Lee follows through with his plans, she will be unable to quit her job and will have to delay her plans for a few years.

Stacy #7

Stacy is a forty-five-year-old sales representative for Flair Appliances, Inc. Stacy has been traveling more and more the last few months and has been out of town every Monday, Tuesday, Wednesday, and Thursday. Stacy's wife, Tracy, works for the County Health Department. Tracy goes out of town at least one day a week—usually Tuesday. She often must leave town as early as 4:30 A.M. but is home by 7 or 7:30 P.M.

Stacy and Tracy have two children: Jonathan is fifteen and Leesa is seventeen. Jonathan plays baseball and has practice every afternoon at school. His games are on Friday afternoons at 4 P.M. Leesa is in band and Student Council. Leesa must be at school by 7:45 A.M. for band rehearsal. Student Council meetings are every other Wednesday after school from 3:45 to 5 P.M. Stacy and Tracy have two cars.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION
Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Effective Management of Multiple Roles:

Family and Work

Participant's Materials

Student

Effective Management of Multiple Roles: Family and Work

Developed by:

Home Economics Education
and
Home Economics Curriculum Center
Texas Tech University

In Cooperation with:
Texas Education Agency
Department of Programs and Instruction
Vocational and Applied Technology Education
Home Economics Education
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How Many Roles Do You Juggle?

DIRECTIONS: Individuals play many roles in their lives. Look at the sample roles listed below and place a ✓ in the blanks beside those roles that you play at the present time.

_____ son/daughter

_____ friend

_____ athletic team/club member

_____ parent

_____ volunteer

_____ brother/sister

_____ niece/nephew

_____ neighbor

_____ boss/employer

_____ caregiver (siblings/elder family member)

_____ student

_____ employee

_____ husband/wife

_____ boyfriend/girlfriend

_____ club/organization member

_____ granddaughter/grandson

_____ cook

_____ citizen

_____ other:

Which of these roles do you consider to be your most important role?

Which roles will you probably retain throughout your life?

Which roles will you have in the future that you do not have now?

Which of these roles do you think your parents would identify as your most important role?

If you do not live with your parents, which role do you think the person you live with would identify as your most important role?

Is it ever difficult for you to choose which role to handle at a given time? If so, how difficult is it? Why?

What does "to manage" mean?

The word "manage" has different meanings.....

- ✓ Everyone tells me I need to manage money.
- ✓ I don't need anyone's help; I can manage alone.
- ✓ Joan is the new store manager.
- ✓ Bobby Valentine manages a baseball team.

Learning to manage can help people be in charge of their own lives and take control of what happens to them.

Management Practices

- **Management** *is the act of organizing or supervising time and activities to obtain results.*
- *A* **resource** *is a source of supply or support. It can be tangible, like a book, or intangible, like hope or belief.*
- **Goals** *are purposes that individuals and families work toward.*
- **Goal setting** *is identifying and specifying what one wants to achieve.*
- **Values** *include the worth or importance that a person attaches to ideas or objects.*
- **Standards** *are criteria used to evaluate behavior, objects, and feelings.*
- *A* **need** *is a condition in which something is required for the physical or mental well-being of an individual.*
- *A* **want** *is a condition in which something is desired but is not needed to sustain mental or physical health.*
- **Priorities** *are the activities or actions that demand attention or that a person gives attention over other activities or actions.*

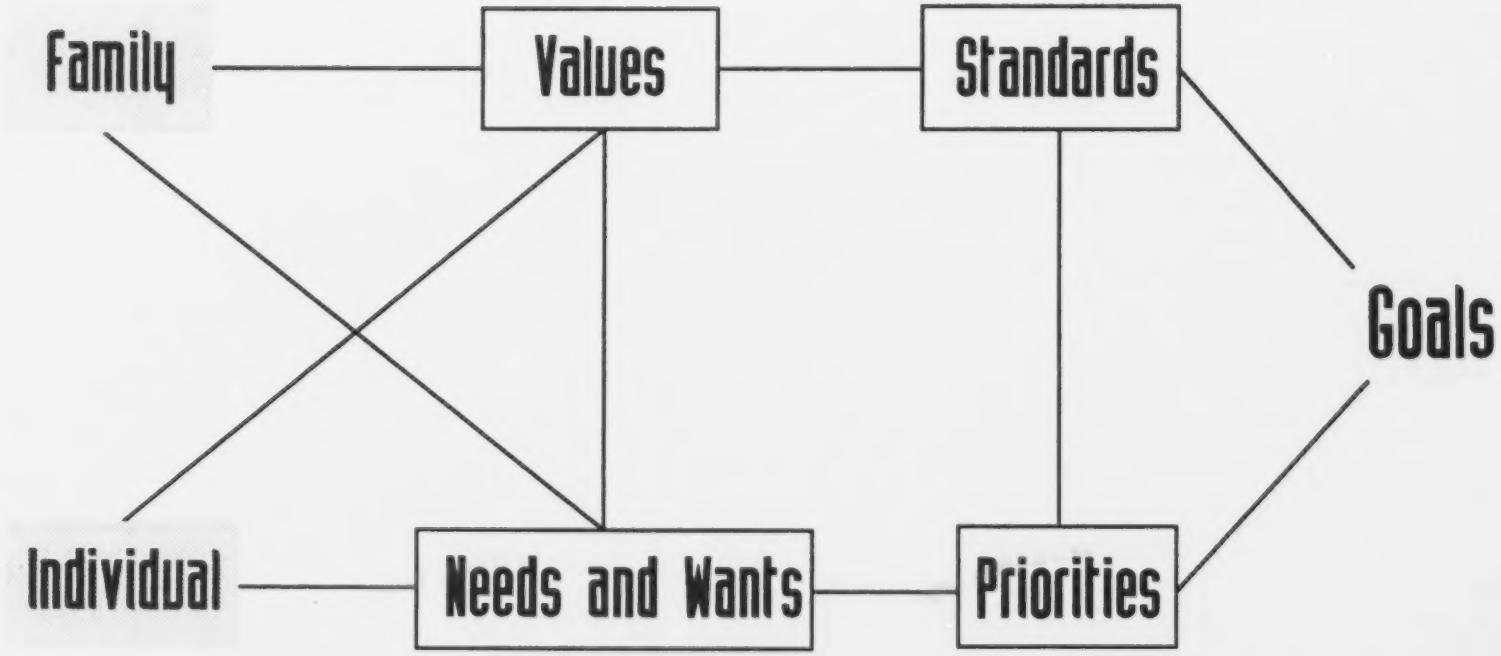
Types of Goals

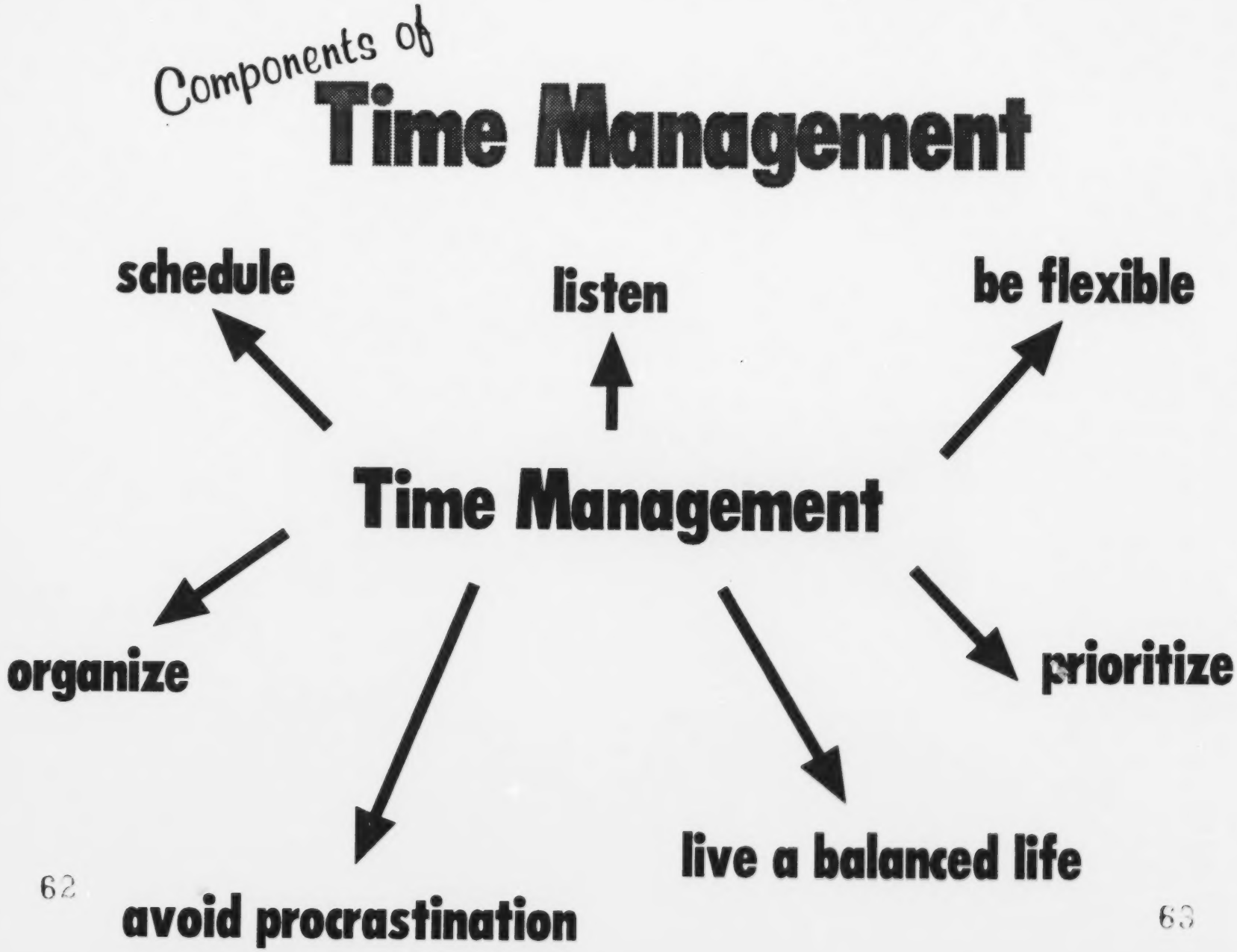
Short Term	*less than one year*
Intermediate	*more than one year, less than five years*
Long Term	*more than five years*

Important Things to Remember about ***Goals...***

- Goals give individuals and families a direction and purpose.
- If individuals and/or families do not have goals, they become vulnerable to distractions related to money, time, work, or other situations.
- When families formulate common goals, family harmony and individual satisfaction are usually enhanced.
- Recognize and accept limits. Many people set unreasonable goals for themselves.
- Individuals and families must learn to take care of their resources to avoid vulnerabilities. Everyone is vulnerable to something—it is best to acknowledge it and be aware of it.
- Remember that no one is perfect.

Establishing Individual *and* Family Goals




Components of
Time Management
schedule
listen
be flexible
Time Management
organize
prioritize
live a balanced life
avoid procrastination

Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
64						65

Things to do Today

Home	School	Work

Daily Time Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	7:00	7:00	7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30	7:30	7:30	7:30
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Roles, Goals, and Schedules

A. Identify Your Major Roles

List two to four roles you identified in the activity, "How Many Roles Do You Juggle?" that you consider to be very important in your life at this time.

1. 3.

2. 4.

B. Set and Prioritize Goals

For each role you listed above, develop and list one to three major goals that you would like to work on or accomplish in the coming week. If you have more than one goal for each role, prioritize the goals.

1. **Role:** **Goal** a.
   b.
   c.

2. **Role:** **Goal** a.
   b.
   c.

3. **Role:** **Goal** a.
   b.
   c.

4. **Role:** **Goal** a.
   b.
   c.

C. Identify Needed Personal Time

List physical, mental, and social activities that you want to do during the coming week that will help to enhance your life and keep it in balance.

1. *physical*

2. *mental*

3. *social*

D. Schedule Time Commitments

Individuals and families accomplish more and have better control of their lives if they are organized. Disorganization can create stress. A monthly calendar is helpful for organizing long-term plans. Test dates, due dates for homework, family activities, work schedules, pay days, due dates for bills, and other obligations can be recorded. The monthly calendar plan can help guide and organize the daily or weekly plan. This visual record allows a person to see a broad picture of obligations and enables him or her to become more organized.

On your Daily Time Schedule, mark the appropriate days and times you plan to spend reaching the goals listed in section "B" and doing the activities listed in section "C".

Instructions for Case Studies

1. Create a Daily Time Schedule for Stacy. Account for all of Stacy's time during the week (leisure time included). Stacy has the following set schedule:

   - Stacy goes to school from 8:10 A.M. to 3:45 P.M. Monday through Friday with lunch from 12:15 to 12:50 P.M.

   - Stacy has an XYZ club meeting every Thursday evening from 6:30 to 8 P.M.

   - Be sure to include time for Stacy to do household chores such as laundry, grocery shopping, and general home maintenance. Also allow time for driving to and from activities, eating and/or preparing meals, sleeping, and getting dressed. Be sure to allow time for leisure activities or unscheduled time.

2. Each group member should assume one of the following roles in the group:
   - A **recorder** of Stacy's schedule on the Daily Time Schedule form.
   - A **trouble-shooter** to list what problems the group can foresee for Stacy and how Stacy might handle these problems.
   - An **advocate** for Stacy's best interest regarding lifestyle.
   - A **group manager** to keep group members participating and listening to each others' ideas.

Case Studies

Stacy #1

Stacy is a junior in high school. He works at a grocery store on Monday, Tuesday, and Thursday nights from 5 to 9 P.M. and on Saturdays from 8 A.M. to 2 P.M. He plays on a city baseball team that practices on Wednesday nights from 6:30 to 7:30 P.M. and plays scheduled games on Friday nights from 8:30 to 9:30 P.M.

Stacy #2

Stacy is a senior in high school. She hopes to attend State College in the fall. Both of her parents graduated from State College as did her older brother and grandfather. Stacy wants to graduate from high school with honors. She is currently taking a chemistry class that has been very difficult for her. She received a failing grade on the last test because she had spent her free time over the weekend with her boyfriend, Lee. She is extremely upset because she might get a "C" in the chemistry class, and this could lower her grade point average enough so that she does not graduate with honors. If she does not graduate with honors, she might not get into State College.

Her father recently lost his job, and Stacy has had to increase her work hours to help make her car and insurance payments, generate spending money, and put some money aside for her college expenses. She is now working at the mall from 5 to 9 P.M. on Monday, Tuesday, and Wednesday evenings and 10 A.M. to 4 P.M. on Saturday. Her parents play bridge every other Saturday evening, and Stacy is expected to take care of her younger sister while her parents are away. Stacy's boyfriend (whom her parents are not terribly fond of) gets upset that Stacy doesn't spend enough time with him.

Stacy #3

Stacy wants to play city league soccer this spring. Stacy's mother works from 10 A.M. to 6 P.M. Tuesday through Saturday at a retail store. Stacy's dad owns a gas station and works from 7:30 A.M. to 6 P.M. Monday through Saturday. Soccer practice is every Tuesday and Thursday from 4 to 5:30 P.M. The games are played at different times every Saturday.

Stacy #4

Today is Monday, and Stacy has just been given an assignment in Texas History. She must research a famous Texan and write a four to seven-page paper about the person selected. She must have four references, turn in a rough draft on Thursday, and turn in the final paper and give an oral report with visual aids next Monday. One of the references must come from the public library located downtown. Stacy's father is a CPA and is working long hours because it is tax season. Stacy's mother works out of their home doing freelance secretarial jobs. Her mother's car is in the shop and will not be ready until next Tuesday.

Stacy #5

Stacy's parents are divorced. Stacy lives with his mother but visits his father (who lives 200 miles away) the first and third weekends of every month, flying out on Friday evening and returning on Sunday night. Stacy has a book report due next Monday and has not started reading the book. One of his friends is having a party Saturday night, and Stacy really wants to go; however, this is Stacy's weekend to visit his father. Stacy was unable to play tennis this year because he would miss too many tournaments due to his visitation schedule with his father. Stacy enjoys seeing his father, but sometimes it gets in the way of doing things that he wants to do with his friends or for himself.

Stacy #6

Stacy's parents both work from 8:30 A.M. to 5:30 P.M. Either Stacy's mother or father takes him to school in the mornings, but Stacy must ride the city bus home from school every day. Stacy's little brother walks home with the boy next door, and Stacy picks him up as soon as he gets home, around 4 P.M. Stacy takes care of his brother until his parents get home around 6 P.M. Stacy wants to attend the basketball game after school on Friday. The game begins at 4 P.M. The game is for the district championship, and all of his friends are going to be there.

Stacy #7

Stacy is a seventeen-year-old single parent with a three-month-old son. Stacy lives with her mother and father and thirteen-year-old brother. The father of the baby wants nothing to do with Stacy or their son. Stacy's mother is a secretary for the local cable company and works from 8:30 A.M. to 5 P.M. Her father is the sporting goods manager for J-Mart and works odd hours. Stacy's parents help her out all they can, but finances are still a problem. Stacy is currently working as a checker at a grocery store making $5.50 per hour. Her schedule varies somewhat, but she typically works from 4 to 9 P.M. Monday, Wednesday, and Friday, and from 7 A.M. to 1 P.M. on Saturday. The child-care center at Stacy's school stays open until 5:30 P.M. on weekdays but is closed on weekends. Stacy's mother can pick up the baby when Stacy is working and also watches the baby while Stacy works on Saturday. Stacy had a flat tire on the way to school the other day—it was her second flat in a month. Her car really needs new tires, but she can't afford them. She had saved some money from her last paycheck to put toward new tires, but the baby got sick and she had to use the money to pay the doctor's bill and to buy medicine.

Stacy #8

Today is Monday. Stacy has a science project due next Monday, a history test on Wednesday, and a geometry test on Friday. She hasn't started her science project or begun studying for her two tests. As she tries to decide when and where to begin, she starts thinking about her plans for the week. Tuesday night is her favorite night to watch television. There are all new episodes this week, so she can't miss them. Thursday night is the XYZ club meeting, and everyone is going out for pizza afterward. Lynn and Lee have asked her to go to the mall with them on Saturday for the big sidewalk sale. Everyone will be there. She is babysitting her little brother Saturday night while her parents go out with some friends. Stacy begins to panic.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.